Wood Fold Primary School

Curriculum

&

Teaching and Learning Handbook

Handbook written (date):	November 2021 Reviewed March 2022; November 2022; September 2023, January 2024
Next review (date):	Ongoing to reflect practice

We believe at Wood Fold Primary School that all children should have access to a stimulating, engaging and enjoyable curriculum. We want our children to be excited to learn, enthused by their new knowledge, and keen to discuss what they have learnt. By the end of Key stage 2 children will have been taught all of the objectives outlined in the National Curriculum (2014).

The aims of the curriculum at Wood Fold are:

- To provide a broad and balanced curriculum that teaches children about many aspects of life in Britain and around the world.
- Enable children to acquire and apply the skills and knowledge outlined within the National Curriculum and the EYFS Statutory Framework.
- To provide children with a wide range of experiences both inside and outside of the classroom.
- To ensure that children are given opportunities to take part in educational visits linked to their learning.
- To ensure that all children enjoy a challenging curriculum that promotes progress in their learning thanks to carefully thought- out sequencing and coherence of knowledge and skills.
- To use community links to enhance the learning of children.

EFFECTIVE TEACHING

Through our teaching we aim to:

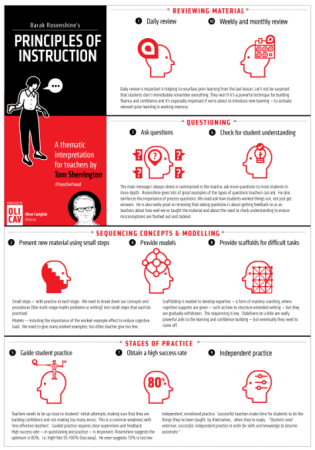
- achieve deep understanding by helping children connect new knowledge with existing knowledge.
- secure knowledge into long-term memory
- develop secure schemas with connected networks of ideas
- build children's self-esteem and confidence
- develop children to become capable and empowered learners
- equip children with the skills they need to become self-sufficient learners
- deliver engaging lessons where all children develop their knowledge and skills and make progress

The principal aim is to develop children's knowledge, skills and understanding of the objectives set out within the National Curriculum (2014) and the EYFS Statutory Framework. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own, and to collaborate with others, listening to other children's ideas and treating these with respect. The school uses a variety of teaching and learning styles in all lessons.

Teaching should be guided by the principles set out by Rosenshine. Teachers will use 'Rosenshine's Principles in Action' to support their practice and maximise learning in the classroom environment. The Principles of Instruction have been streamlined into four strands: Sequencing concepts and Modelling, Questioning, Reviewing Material and Stages of Practice. These strands provide our teachers with the coherence they need to deliver quality first teaching.

ROSENSHINE'S PRINCIPLES:

Sequencing Concepts and Modelling



In order for the children to grasp and secure knowledge, teachers **break concepts down into smaller steps**. Teachers use their subject knowledge to analyse the curriculum material to understand how it can be deconstructed. This knowledge is then used to plan and teach a concept.

Generally, the following steps would be followed:

- Introduce new material in small steps, securing success at each stage
- activate prior learning to which new knowledge can be connected
- Limit the amount of material the children receive at one time
- Provide clear and detailed explanations and methods
- Model appropriately
- Provide many examples
- Revisit, remodel and reteach when necessary

In the classroom, a common, useful tool that our teachers use frequently is to **scaffold** difficult tasks. For example, the teacher may work through a problem on a whiteboard,

serving as a model for pupils. Scaffolding is commonly used to support the understanding of complex tasks. Scaffolds must only be used temporarily and are gradually withdrawn to ensure children can master the objective independently.

Questioning

A critical role in any lesson is effective use of questioning. We use Rosenshine's Principles of Instruction as a stimulus to ensure that our questioning is interactive, dynamic and responsive. The more questions asked, the more depth of knowledge can be explored. Questioning is used to ensure all children are thinking, all of the time.

Our purpose is to explore a child's schema *(the way in which knowledge is stored cognitively, i.e. memorable knowledge).* To do this, teachers ask several questions throughout the course of the learning. Within our lessons we use a combination of the following practical questioning strategies, aimed at engaging all learners and promoting an inclusive environment:

- **Cold Call**
  'No hands up or calling out. The teacher will ask everyone, give thinking time, and select who answers'
- **No Opt Out**
  'If a child gets an answer wrong or they are unsure, the teacher will return back to them to check that they now know the answer'
- **Check for Understanding**
  'The teacher will ask a selection of children to relay back what they have understood about the question under discussion'
- **Probing Questions**
  'Each question and answer exchange becomes a mini dialogue, probing to explore a child's understanding'
- **Think Pair Share**
  'The teacher is to allocate talking partners. A question is set with a time limit, children are asked to think, then discuss, then report back'
- **Say it again better**
  'The teacher is to accept a child's first responses but then help them to reframe a better, more complete response'
- **Whole Class Response**
  'The teacher makes use of techniques such as mini white boards or ABCD fingers to provide simultaneous responses from a whole class'.

Teachers use these questioning techniques to invest time in analysing a concept and to gather as much feedback from children as they can. It is especially powerful with gaining an understanding of what has been understood and teachers then use this knowledge to plan subsequent lessons as they know what material needs revisiting or strengthening.

Reviewing Material

Unless pupils are given the opportunity to review what they have learned, it is likely that it will be forgotten. Teachers provide opportunities for children to build on prior knowledge by providing a variety of forms of retrieval practice, recalling and applying previously learned

material. By frequently revisiting a range of materials, children are able to form connections and build a network of ideas. This form of practice supports children to obtain more information, build fluent recall and apply knowledge to explain higher level thinking questions.

Each lesson should begin with a brief review of previous learning, this is not just the session previous, but learning from their schooling years, to reactivate recently acquired knowledge. The remainder of the lesson should then be used to build on prior knowledge, exposing new layers of a concept.

At Wood Fold, we use **daily, weekly and monthly reviews** as a tool for retaining 'sticky knowledge' (*Knowledge that stays in our long-term memory*). Fundamentally, the purpose of weekly and monthly reviews is to provide an opportunity for children to explore their memory and check what they know and understand. Teachers are then able to recognise if children have secured the knowledge and have the capacity to move forwards in their learning.

Activities for retrieval practice include concepts such as Cops and Robbers; Expand and Elaborate; Misconceptions Retrieval; Retrieval Pyramid. These are some of the activities used to promote the recall of previously taught information. As Kirschner (2020) states, *'Before you start something new, review the old.'*

Stages of Practice

We want the children to be successful in becoming secure and independent within a range of knowledge areas, so as teachers we need to ensure that our pupils are building a strong schema from the start. We provide the children with time to 'practise' new material, whether that be rephrasing, elaborating or summarising in order for it to be stored into their long-term memory. Teachers must ensure that there is a balance between both guided and independent practice and that the children have been given enough preparation time before they tackle self-determining challenges. With this in mind, our lessons are planned in a way that allows plenty of time for the children to process and engage with their learning before venturing into independent practice.

The following procedures are used as guidance for planning and teaching lessons:

- Provide first hand quality teaching to all children
- Provide live modelling of new processes, skills and strategies
- Guide and support children as they begin to practise – Guided Practice
- Prepare and motivate children for independent practice
- Monitor and assess the children's progress as they begin independent practice

As children become independent in an area of knowledge, they begin to take active ownership of their own learning. During the guidance process, teachers provide children with the tools and strategies they need to access their learning. An essential feature of independent practice is being able to recall from memory how to acquire and use these tools effectively with confidence and fluency.

In order to ensure that this happens in each lesson, we follow the 'I do, We do, You do' approach to our teaching and learning.

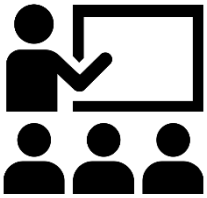
QUALITY TEACHING AND LEARNING
I DO; WE DO; YOU DO
DIRECT INSTRUCTION

1. ESTABLISH PURPOSE

Establish purpose. Share intended learning outcomes – share ladder and discuss place in the learning journey,
Recap on prior knowledge using retrieval practice – this should be prior learning from the topic or knowledge that has a direct link (e.g. concept / theme)

2. EXPLAIN NEW CONTENT CLEARLY

- Don't ask questions; teach the new content.
- Directly address misconceptions.
- Use visual representation, allow thinking and processing time.
    - Use simple diagrams (with only key words / labels)
    - Avoid using speech and text together
    - Using speech and diagrams together aids understanding.
- TAs to use this time to record key knowledge and vocabulary on the working wall.



3. ENSURE ALL CHILDREN ARE PAYING ATTENTION

Expect all children to be watching and listening.
TAs to check that children are all on task and concentrating.

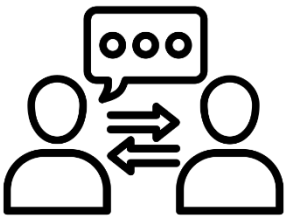
4. MODEL

- Walk through the process of what children will be doing with their newly acquired knowledge to show children an example. Repeat.
- Teach in small steps to avoid cognitive overload.
- Provide ambitious high-quality examples.
- Use correct subject-specific terminology.

5. THINK ALOUD

Model the process whilst thinking aloud (metacognitive talk). For example, explain why you have chosen particular vocab to achieve a specific effect.

QUALITY TEACHING AND LEARNING
I DO; WE DO; YOU DO
GUIDED PRACTICE

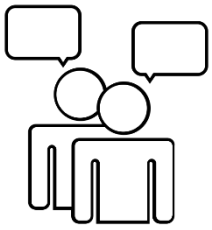


1. INTERACTIVE INSTRUCTION

- Provide scaffolded examples for children to complete.
- Prompt and support guided tasks.
- Use talk partners to support language development (use sentence stems: I think … because …)

2. CHECK FOR UNDERSTANDING

- Ask questions using cold calling / targeted questioning/think, pair, share
- Bounce questions around to hear multiple responses (don't lose pace)
- Use mini whiteboards to ensure participation from all children.
- TA to circulate and be checking for understanding.
- TA to feedback findings to Teacher.



3. DEVELOP PUPILS' RESPONSES

Use universal prompts such as 'tell me more', 'what makes you think that?' 'How do you know?'

4. PROVIDE ADDITIONAL MODELLING FOR CLARIFICATION

- Establish how confident the pupils are.
- Return to the 'I do' phase if necessary and provide further modelling.

5. CHILDREN ASK QUESTIONS

Provide opportunities for children to ask questions.

6. DECIDE WHEN TO MOVE ON

Establish whether pupils are ready to move on to the independent phase.

QUALITY TEACHING AND LEARNING
I DO; WE DO; YOU DO
INDEPENDENT PRACTICE

1) PROVIDE SUCCESS CRITERIA

Provide success criteria so that pupils know how to be successful.

2. SET EXPECTATIONS

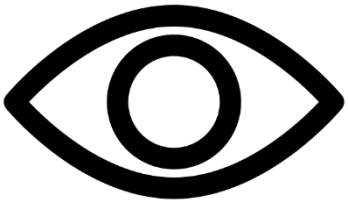
Time Outcome Resources Noise level

Set out your expectations, for example, "You have 15 minutes to write your paragraphs in the front of your books. You are going to work in silence."
Check that children have fully understood the expectations.

3. STRUGGLE TIME

Allow 'struggle time' so children have the opportunity to apply independent learning skills.
Teacher and TA to be circulating the room and checking for understanding.

4. ENSURE ALL CHILDREN ARE ON TASK



- Narrate the positives.
- Move around the room and check on children.
- Redirect children if any off-task behaviour is noted.

5. PROVIDE SCAFFOLDING / ADAPTIVE METHODS

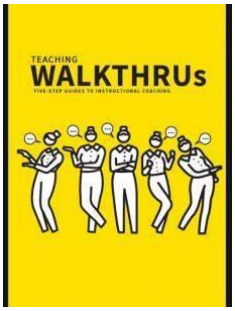
Provide scaffolds where needed to ensure that all children can access the learning.
Refer to the Subject specific adaptive teaching ideas documents.

5. MONITOR CHILDREN'S PROGRESS RIGOROUSLY

Circulate the room (both Teacher and TA) and know what you are looking for. Be clear to children about all the things you are looking at (e.g. inc. handwriting)

- Carry out live marking.
- Provide support where needed – 1:1 or small groups.
- Stop and bring children back together at regular intervals.

WALKTHRUs:



Teachers will also use WALKTHRU's to inform their teaching and develop children's learning. 'WALKTHRU's are five step guides to great teaching and are designed to be generative, cross-curricular and adaptable to suit the needs of a particular group of children. Each WALKTHRU is a series of 5 images with clear instructional steps. The way they are presented gives the teacher an embodied understanding of the technique and how it will look in a classroom environment. At Wood Fold, some of the predominantly used WALKTHRU's are:

- Sequence Concepts in Small Steps
- Dual Coding
- Scaffolding
- Metacognitive Talk
- Set the Standards
- Head on Misconceptions
- Quizzing
- Live Modelling
- Cold Calling
- Pitch it Up

See Appendix 1 for images of each Walkthru and Appendix 2 for a brief description of each.

EFFECTIVE PLANNING

Good planning is crucial for effective teaching and learning. If children are going to learn effectively, teachers must have a good understanding of **what** the children need to learn and **how** this knowledge or skill can best be taught. At Wood Fold we use long-term, medium-term and short-term planning to plan for our groups of learners.

The medium-term plans provide a skeleton framework, outlining what objectives will be covered and how. The short-term plans make use of the individual evaluations that teachers make following a lesson so we are always planning for appropriate next steps.

For each unit of work, there are the following documents:

- Breadth of study
- Learning ladder
- Knowledge organiser
- Key knowledge document
- Unit Overview planning (History & Geography)
- Medium term plan
- Short term plans
- Reflective practice using whole class feedback planner

Breadth of Studies and Learning Ladders- the teachers in each year group plan for depth of knowledge using Tom Sherrington's Medium Term Planning format, ensuring component parts (tasks in different lessons) are delivered effectively to achieve the composite task. For example, in wanting the children to *understand why the fire burned for so long* (component task), *they are asked to recognise the materials the houses were made from in 1666 and look at maps of London to show the layout of the buildings* (composite tasks).
See below an example of a Breadth of Study and corresponding Learning Ladder.

Year 4 History

Year 4 Romans	
The Roman Empire and its impact on Britain	• **To understand the expansion of the Roman Empire through invasion** (*Julius Caesar; end of the republic. He tried to invade Britain twice; Caesar Augustus- start of the Roman Empire; 200 years of prosperity; Romans invaded Britain and started to rule it in 43 AD- based themselves in London. Wanted Britain's precious metals; Hadrian's Wall.* **Power**) Link back to Egyptians power- how Egypt was formed by Menes; Pharaohs • **To understand how and why the Roman Armies were so successful** (*Strong military tactics; soldiers were trained and well equipped; hard to beat, which helped the Roman Empire expand)* • **To know about British resistance** (Boudicca *AD60, raised a huge army and went on a rampage; Roman towns of Colchester and London, St Albans; despite having 200,000 warriors, defeated by Roman soldiers who were better trained.* **Power)** • **To understand the legacy of the Romans.** Link back to the Egyptian legacy (*Building roads and forts so they could transport soldiers around the country. New religion; ways of reading and counting; They also built things that they would have used if they were still in Italy, like bath houses and villas, idea of living in a town/ city, crossed roads creating market squares for people to trade, aqueduct.* **Legacy**) • To understand the importance of the afterlife (**Beliefs**) Link back to the Egyptian afterlife. • **To know how Britain changed from the Iron Age to the end of the Roman occupation.**

History Romans			
The grid below helps to identify the journey pupils make towards mastering this objective. Each key objective is shared with the children at the relevant point of learning and there will be discussion around where this lesson fits into the sequence of learning.			
The Roman Empire and its impact on Britain. How and why were the Romans so successful in their invasion and why is the Roman Empire still significant to us today?		Me	My Teacher
	To know how Britain changed from the Iron Age to the end of the Roman Occupation. **Historical concepts: continuity and change**		
	To know what the Romans believed about the afterlife. **Historical concepts: significance/ continuity and change / similarity and difference**		
	To know about the legacy of the Romans. **Historical concepts: significance / similarity and difference / continuity and change**		
	To know about British resistance. **Historical concepts: similarity and difference / cause and consequence**		
	To know how and why the Roman Armies were so successful. **Historical concepts: continuity and change / cause and consequence**		
	To know how the Roman empire expanded through invasion. **Historical concepts: similarity and difference / cause and consequence**		

The rungs on the ladder are created to ensure that the children can answer the Enquiry Question at the top of the ladder with depth and with sound understanding. Each rung on the ladder builds to form the objective set out in the National Curriculum that we want the children to learn and retain; to achieve this, teachers use Medium Term Planning which follows the structure linked to Rosenshine's Principles with sections set out for teachers to

consider how they will break down into smaller steps. This is a careful sequence of knowledge which builds on prior knowledge. The teaching for each 'rung' will involve multiple sessions (containing component tasks) to provide depth of knowledge for that learning goal.

Learning Ladders, which set out the sequence of learning objectives for a unit, are shared at the start of each lesson. The teacher will highlight the specific rung that the children are working on and share the learning objective for that lesson as well as the key concept they will be covering. In addition, there will be discussion around where this lesson fits into the sequence of learning, what they have done so far and where they are going next, in order that they are finally able to meet the overall objective from the National Curriculum, as well as respond to the enquiry question at the top of the ladder.

The ladders enable the children to see that the lessons are progressive and successive with one lesson building upon the next allowing them to build a schema of knowledge. It is crucial the children see the connections between their lessons in order for them to deepen and widen their understanding, rather than see each lesson as a separate chunk of information detached from the previous one.

Unit Overview Planning (History & Geography)

The unit overview planning for History and Geography combines numerous elements of the planning process; the key objects which will be taught (rungs of the ladder); the key content which will be taught for each objective and the specific skills which will be taught in the delivery of the content. This overview planning document also contains the specific history concepts which are taught (cause and consequence, continuity and change, similarity and difference, significance) as well as the geographical concepts (Climate change; human impact on our world; environmental issues; space; place; scale).

Medium Term Planning Formats:

The medium-term planning format for Geography, Science and History follows a structure linked to Rosenshine's principles with sections set out for teachers to consider how they will break the sequence down into smaller steps, which WALKTHRU's they will use and their plans for the daily/ weekly / monthly reviews etc.

See appendix 2 for the Geography/ History / Science MTP format.

The Art and Design Technology medium term planning formats are structured according to the process the children go through in each unit, with each subject having five stages. This ensures each stage is taught in the correct order, is given sufficient attention and that children are given opportunities to practise the skills throughout the unit that they will need to apply to the final piece of work.

See appendix 3 for the Art MTP format.

See appendix 4 for the DT MTP format.

All other subjects have detailed schemes of work which form the medium-term plan.

Short-term planning:

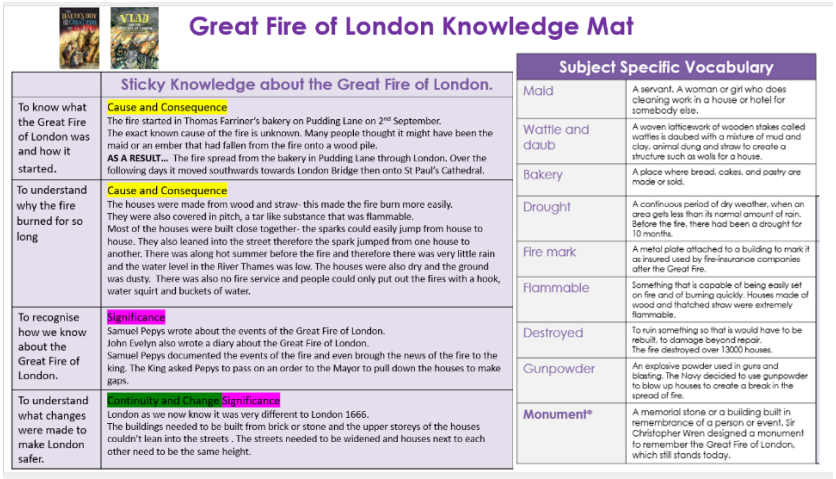
Short-term plans are written for computing, geography, history and science. These are mapped out in line with the 'I do, We do, You do' approach outlined above. Using Rosenshine's principles and relevant Walkthrus, teachers set out how key learning will be communicated during each stage of the lesson and plan learning activities which will support children's understanding. Key vocabulary is annotated on planning as well as relevant themes/concepts. Retrieval activities focus on prior learning that is pertinent to the lesson, providing children with context for learning. Requirements for individual subjects may differ: for example in history there may be an artefact focus. Teachers also indicate where non-fiction questions are integrated within lessons to support understanding. Teachers consider what scaffolds may support children to access the learning. See appendix 5 for the short-term planning format.

For all subjects, whole class feedback/ planning booklets are used to inform individual lesson plans following daily AFL and evaluations. Teachers use these evaluations to inform their future lessons. Schemes of work should not be followed blindly. Instead, teachers should use their professional knowledge to plan lessons that cater for their children's learning needs. For example, if SPaG issues are picked up in a class then these should be explicitly taught and work should be set linked to this or if a group of children are identified that cannot use basic punctuation or write accurate sentences then this should become a focus of their learning.

Knowledge organisers

Teachers are provided with knowledge organisers (see example below) for each context unit that they teach. Teachers use these as a **planning and assessment** tool. Teachers use the knowledge organisers to inform planning as they outline the key content and vocabulary that should be covered within the lessons, mirroring the rungs on the learning ladders. Teachers use the information outlined to assess if the children have learnt and can re-call the key concepts and vocabulary.

The Knowledge Organisers are sent home with the children once they have completed the learning for that context unit. They are then asked to complete a 'Learning Postcard' (see impact section) in either History, Geography or Science which is then stuck into the child's book as a final piece to their learning journey. Over the course of the year, the children will have completed Learning Postcards in all 3 subjects.



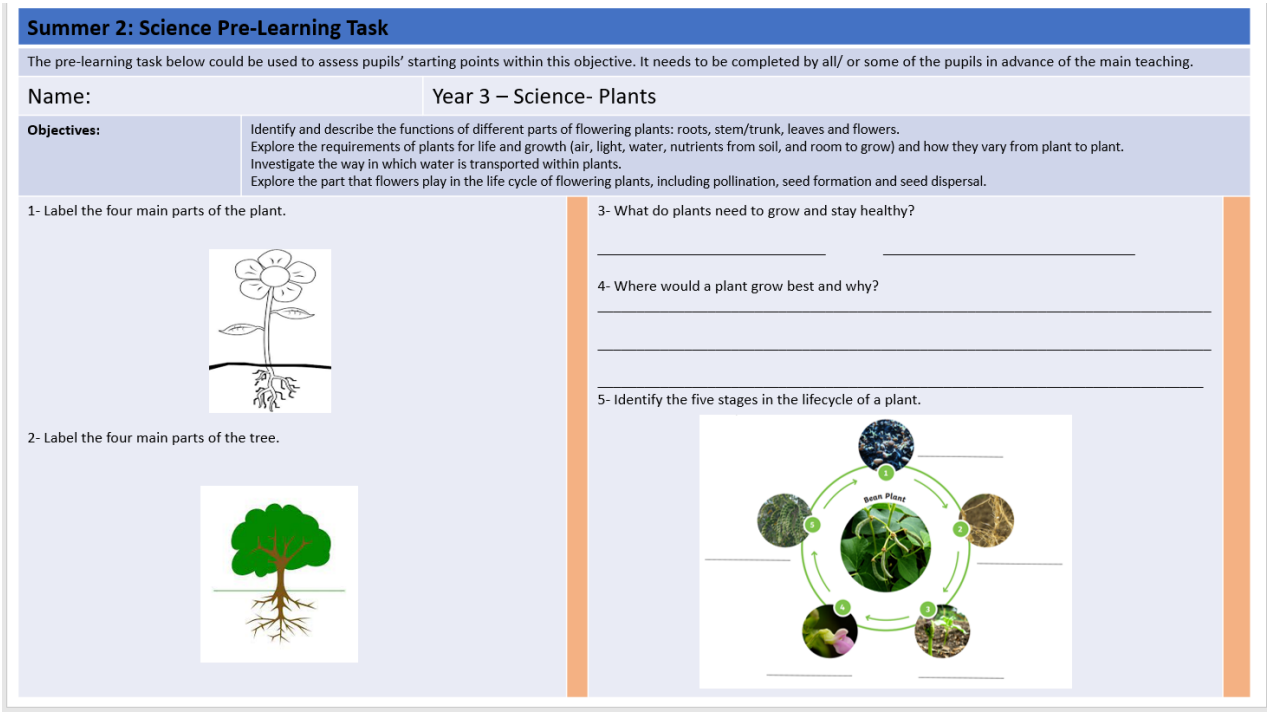
Great Fire of London Knowledge Mat

	Sticky Knowledge about the Great Fire of London.
To know what the Great Fire of London was and how it started.	Cause and Consequence The fire started in Thomas Farriner's bakery on Pudding Lane on 2nd September. The exact known cause of the fire is unknown. Many people thought it might have been the maid or an ember that had fallen from the fire onto a wood pile. **AS A RESULT...** The fire spread from the bakery in Pudding Lane through London. Over the following days it moved southwards towards London Bridge then onto St Paul's Cathedral.
To understand why the fire burned for so long	Cause and Consequence The houses were made from wood and straw- this made the fire burn more easily. They were also covered in pitch, a tar like substance that was flammable. Most of the houses were built close together- the sparks could easily jump from house to house. They also leaned into the street therefore the spark jumped from one house to another. There was along hot summer before the fire and therefore there was very little rain and the water level in the River Thames was low. The houses were also dry and the ground was dusty. There was also no fire service and people could only put out the fires with a hook, water squirt and buckets of water.
To recognise how we know about the Great Fire of London.	Significance Samuel Pepys wrote about the events of the Great Fire of London. John Evelyn also wrote a diary about the Great Fire of London. Samuel Pepys documented the events of the fire and even brough the news of the fire to the king. The King asked Pepys to pass on an order to the Mayor to pull down the houses to make gaps.
To understand what changes were made to make London safer.	Continuity and Change Significance London as we now know it was very different to London 1666. The buildings needed to be built from brick or stone and the upper storeys of the houses couldn't lean into the streets . The streets needed to be widened and houses next to each other need to be the same height.

Subject Specific Vocabulary	
Maid	A servant. A woman or girl who does cleaning work in a house or hotel for somebody else.
Wattle and daub	A woven latticework of wooden stakes called wattles is daubed with a mixture of mud and clay, animal dung and straw to create a structure such as walls for a house.
Bakery	A place where bread, cakes, and pastry are made or sold.
Drought	A continuous period of dry weather, when an area gets less than its normal amount of rain. Before the fire, there had been a drought for 10 months.
Fire mark	A metal plate attached to a building to mark it as insured used by fire-insurance companies after the Great Fire.
Flammable	Something that is capable of being easily set on fire and of burning quickly. Houses made of wood and thatched straw were extremely flammable.
Destroyed	To ruin something so that is would have to be rebuilt, to damage beyond repair. The fire destroyed over 13000 houses.
Gunpowder	An explosive powder used in guns and blasting. The Navy decided to use gunpowder to blow up houses to create a break in the spread of fire.
Monument*	A memorial stone or a building built in remembrance of a person or event. Sir Christopher Wren designed a monument to remember the Great Fire of London, which still stands today.

Pre-Learning Tasks

Pre-learning tasks (PLT) are used in Science, Geography and History. Before the start of a new unit, each child completes a PLT independently without any input from the teacher.



Summer 2: Science Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name:	Year 3 – Science- Plants
Objectives:	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

1- Label the four main parts of the plant.

2- Label the four main parts of the tree.

3- What do plants need to grow and stay healthy?

4- Where would a plant grow best and why?

5- Identify the five stages in the lifecycle of a plant.

The PLT for each unit will question children on the content they have been taught previously linking to the unit. For example, in Science, the children starting Y3 Plants unit will be tested on the PLT with the content of the Y2 Plants unit. (see example below)

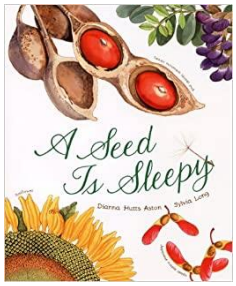
In Geography and History, they will be tested on any relevant information they have been taught previously which should link to their new learning. More specifically the key themes in History of power, legacy, lifestyle and beliefs. These PLT's allow teachers to determine whether prior knowledge and understanding is secure in this unit before starting; it also identifies any common misconceptions. The PLT is printed on green paper and is stuck into the children's books at the beginning of the new topic or learning objective.

Enquiry Questions:

At certain points during the learning sequence of a unit (Science, History, Geography), the children are posed with a question in which they need to apply their knowledge from what they have been taught so far to answer. This is done in the form of an enquiry question, for example, when learning about the Great Fire of London in Y2 the children are asked 'How has London changed as a result of the Great Fire of London?', or when learning about the Greeks in Y4, the children are asked 'How do the Greek beliefs in Gods compare with Egyptian beliefs?'.

At the end of a sequence of learning, children are given an enquiry question to answer independently, which should draw upon all of the knowledge they have gained from the whole unit of learning. (See Assessment section for example)

READING THROUGHOUT THE CURRICULUM:



At Wood Fold we believe that reading is a fundamental skill. The children are given the opportunity to practise and develop this skill across the curriculum and are encouraged to use reading to further their own knowledge. Therefore, high quality texts are provided for the children to use throughout curriculum subjects as well as during English lessons. This gives the children the chance to decide for themselves what the key information is on a topic from what they have read. Some examples of activities that pupils may be asked to do to develop their understanding of a topic include:

- finding and highlighting key vocabulary in context
- creating a fish bone diagram
- answering challenge questions
- writing a lengthy response to a question once they have found the relevant information
- responding to non-fiction questions based upon their learning

High quality fiction books are also used as a stimulus across the curriculum, for example 'A Seed is Sleepy' is used as part of the Year 3 Plants unit in Science. These books can be used to spark the children's interest at the beginning of a unit or to develop knowledge further through unpicking the ideas shared in the story later in the unit. In addition, fiction books are also used to supplement the learning in other subjects. For example, 'Stone Age Boy, is used as part of the history learning on Stone, Bronze and Iron Age in Year 3.

VOCABULARY:

It is essential that, as teachers, we provide our pupils with the opportunity of daily exposure to new vocabulary, using strategies such as; sharing high quality texts, discussing words in different contexts and exploring word origins and families. Developing vocabulary throughout the curriculum should be a key focus of lessons in order to significantly increase the range of vocabulary children are secure with.

Key vocabulary should be displayed in classrooms **once the students have been exposed to it and discussions have taken place**. This ensures the vocabulary is meaningful and there is a purpose to it being displayed. For curriculum subjects, the key vocabulary for each topic is outlined in the knowledge organisers and can be found in bold writing.

BASIC SKILLS:

Opportunities are provided for pupils to apply basic skills across foundation subjects. Teachers hold the same expectations for application of skills as they would in core subjects and appropriate skills for their year group must be used. For example, an appropriate type of graph must be used for the year group when recording DT product testing results.

USE OF TEACHING ASSISTANTS:

The role of the teaching assistant is to support the teacher's drive for children to enhance pupils' capacity to work independently. Within lessons, teaching assistants should roam the classroom to observe which children may need support, and bring to the teacher's attention any pupils demonstrating misunderstandings or misconceptions. This allows the teacher to move in and provide targeted support. The role of the teaching assistant is to work with all children, and is not limited to working with children who need extra support or have special educational needs. The role of the teacher is to communicate effectively with the teaching assistant so that they are deployed in a way which supports pupils appropriately and maximises learning.

Stage	**'I do'** Explanatory stage: Modelling stage / step by step instruction.	**'We do'** Guided Practice - Children have a go with teacher support	**'You do'** Independent Practice
Prompts	**Rosenshine – present materials in small steps.** **Provide models and worked examples. WALKS THRUS – Explaining and modelling section**	**Provide high levels of scaffolding – decreasing as pupils become more confident.** **Check for understanding – ask questions to get feedback from pupils. WALKS THRUS: Questioning and feedback**	**Children have a go independently.** **Teacher and TA circulate and check for understanding.** **Scaffolding for children who need it.**
Role of the TA	• Making notes of the working wall. • Writing vocab – words and definition on working wall. Definitions provided by Teacher from plan or knowledge organiser. • Checking for listening / on task.	• Circulating and checking for understanding. • Directing self / Teacher to provide support as needed. • Feeding back to the teacher so they know how to continue with the lesson. **TA needs to have been given the expected responses.**	• Circulating and checking for understanding. • Marking work, providing feedback to children. • Provide feedback to Teacher – ongoing (verbal) and at the end of the lesson (use of Feedback book) **TA needs to have been given the expected responses.**

Adaptive Teaching:

Adaptive Teaching applies to the level of support and scaffolding learners need to reach common, aspirational goals. Not all learners learn things at the same-rate – some will need more help, more time or more guidance. Adaptive Teaching can take many forms, but in simple terms it involves planning and providing different ways of supporting children to meet a learning objective. At Wood Fold, we 'Teach to the Top' to ensure the highest of challenge for all pupils, and scaffold those that need it to get there.

Adaptive Teaching at Wood Fold can involve:

- Providing scaffolding, so the children are supported in achieving a learning objective
- Providing additional or alternative resources which have been carefully selected to give an accurate amount of support without spoon-feeding
- Breaking down the activity in to smaller steps to support children to feel more able to approach the task
- Providing alternative success criteria, detailing an appropriate level of challenge for children to meet
- Providing an amended learning objective, so children are working towards an appropriate goal

Each subject has their own Adaptive Teaching ideas document that staff can use to ensure they are meeting the needs of the children.

Quality First Teaching

The DfE Code of Practice (2015) states that 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people'.

Quality first teaching is about teachers knowing what their individual pupils need in order to maximise their learning and should be the **first step** in seeking to meet these needs.

Examples include strategies such as:

- Breaking down instructions into smaller, more manageable chunks
- Key word lists provided
- Encouraging pupils to explain what they have to do in order to check understanding.
- Reviewing key learning points at appropriate times during the lesson and at the end of the lesson
- Visual prompts provided
- Providing examples of completed work so pupil knows what the 'finished article' looks like.

INTERVENTIONS

Sometimes children need support in addition to quality first teaching and differentiation to enable them to learn and progress. This may simply be access to further provision in a small group or 1:1 basis, such as access to additional handwriting sessions or daily reading opportunities with a teaching assistant. However, for children who need further, specific support, we have members of staff trained in a range of interventions. The interventions and support can be found in our School's 'SEND Provision Outline- Waves of Intervention Model.' (See SEN Policy)

Teachers are accountable for ensuring regular, effective communication takes place between themselves and the person delivering the intervention. At the end of each week, teachers read the intervention evaluations made by the teaching assistant and then provide feedback via the 'Intervention communication and support' document. This document allows the teacher to:

1) inform the teaching assistant of what they will implement / develop in class from reading the evaluations and
2) make suggestions for strategies / ideas / things for the teaching assistant to focus on.

SEND:

At Wood Fold we are an inclusive school, and our staff hold high expectations for all children. Teachers are accountable for the progress of children with special educational needs. At Wood Fold, we use a range of different strategies to ensure the curriculum is accessible for our SEND learners, with appropriate strategies being selected according to the child's individual needs. 'Wood Fold's SEND provision outline' document explains each of these areas of need, outlines what each of the waves of support means and what kind of support / intervention you can expect to be in place.

See SEND Policy.

EFFECTIVE FEEDBACK:

At Wood Fold, feedback is carried out for and with pupils, rather than 'done to' pupils.

Purpose of feedback

Effective feedback is designed to determine a learner's level of understanding and skill development in order to plan the next steps towards achieving the learning intentions or goals. At Wood Fold, the teachers endeavour to use evidence-based feedback strategies that help all students to move forward, gain understanding and develop fluency.

Research by the Education Endowment Foundation (April 2016) shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve.
- Put the onus on the students to correct their own mistakes
- Alert the teacher to misconceptions that they can address in subsequent lessons
- Provide pupils with the metacognitive language to manage their own learning which includes the skills of setting and monitoring goals, assessing progress, and identifying personal strengths and challenges.

At Wood Fold, we use these principles, as well as those set out by educational experts, such as Barak Rosenshine and Tom Sherrington to ensure effective feedback is provided for all pupils.

We plan in DIRT (directed improvement and reflection time) time to give pupils the time to reflect on feedback and improve their last piece of work as well as to correct spellings and grammatical errors.

Recall Tasks

It is important that children are given the opportunity to recall and practice newly acquired knowledge regularly in order for this information to be stored in the long-term memory and be available for retrieval at a later date. We use a system of daily, weekly, monthly reviews to routinely check knowledge to reduce the likelihood of forgetting. Rosenshine suggests that the most effective teachers review learning from the past week or month periodically to attenuate the rate of forgetting. This supports students in maintaining and retaining accurate schema long term.

We use a range of recall tasks to check students' retention including but not limited to:

- Quizzes
- True or false
- Complete a blank or partially blank mind map
- Peer- supported retrieval- testing and prompting each other
- Elaborative interrogation
- Rehearsal and performance
- Anagrams

Live Feedback-probing and process questions

After the input and during independent practice, teachers will circulate the classroom checking children's understanding, looking for errors and providing real time feedback to individuals as required. During this time a teacher may spot a general problem or a common error or misunderstanding and decide to stop everyone and address this immediately. This may take the form of reteaching a particular part of the lesson or providing further models, examples and scaffolding before setting the pupils off again to continue independent practice. Real-time feedback prevents errors being repeated and developing into misconceptions.

The teacher may use probing and process questions during this time to check for understanding and promote deeper thinking. Promoting meta-cognitive talk during this time promotes a pupil's capacity to think in this way independently when encountering difficulty in a similar subject area at a later date.

Feedback that moves forward

In order for feedback to be effective it needs to be actionable so that pupils can use it to move forward, deepen their understanding, improve their knowledge and for these gains to be permanent. For this to occur, feedback needs to be motivating and encouraging. Feedback that moves forward must:

- Focus forwards- identify areas for improvement and provide the opportunity and time for them to act upon it.
- Be positive and specific- identify what has been done well that they should continue to do and be specific in what they need to improve e.g. you need to use technical vocabulary in your explanation. (See Feedback as actions)

- Match the message to the student- different pupils need different approaches; some need a soft touch some need a strong push.
- Avoid Sat-Nav Syndrome- give prompts and clues but leave them to make the improvements independently e.g. 'Use more powerful verbs to create tension' rather than 'Change walked to stalked to add tension'.
- Reduce Feedback over Time- train pupils to self-assess by referencing success criteria, exemplars, models etc and change their work in response.

Feedback as actions

Feedback can be framed as an instruction to do something. This involves giving pupils a specific action that will improve their work. The actions should address their individual learning needs and can take the following forms:

- Redraft or Re-do- use ideas from Whole Class Feedback to repeat a piece of work one or more times.
- Rehearse or Repeat- the pupils repeat the same piece of work until they are completing it properly e.g. a maths problem, an explanation, pronouncing phrases in Spanish.
- Revisit and Respond to Similar Questions- reteach key elements then present with similar so the practiced structure or formula can be applied to novel material.
- Re-Learn and Re-Test- use targeted recall activities to fill gaps in knowledge.
- Research and Record- when pupils work lacks detail or needs a wider range of examples adding to it the feedback can be to re-read the high-quality texts gathering a more detailed understanding then reference these ideas in an improved version of the task.

Whole Class Feedback

This method replaces writing individual comments in books with feedback given to the class as a whole. This allows the teacher to engage with the details of the work to inform a short, effective feedback and improvement cycle. All teachers have a whole class feedback/ planning booklet where they can record their AFL and next steps. (Appendix 6)

- Read through pupils' work before the next lesson.
- Note the strengths- during feedback specific examples of strengths should be shown to encourage and reinforce the correct use of techniques in future pieces of work.
- Note areas for improvement- make a manageable list of common errors, misconceptions, SPaG errors.
- Give the feedback- highlight the strengths and errors under the visualiser and model how to improve the weaknesses.
- Give improvement time immediately after the feedback- the children should identify in their own work where they have made the common errors and decide how to improve by implementing the feedback. Provide clarification as needed and speak to target individuals in one-one conversations about their work if more support is needed.

Peer and Self-Assessment

Self- assessment is used to support students to check their own progress toward the shared learning objectives and involves students reflecting on their own learning in a structured way.

This may involve checking their work against a success criteria (SC), colour coding their work to show where they have met each stage of SC. The SC may be generated by the children by looking at an exemplar and picking out what makes that piece a model of excellence. This gives the children ownership of the SC, and allows them a better understanding of what is required in their work. They are then more able to assess their own work against that SC and identify which areas they may need to improve. Wiliam refers to this as Activating Students as Owners of their own Learning.

Peer Assessment harnesses the power of collaborative learning, which if deployed effectively can have a powerful impact on learning and progress. The teacher should provide well-structured activities that give opportunities to:

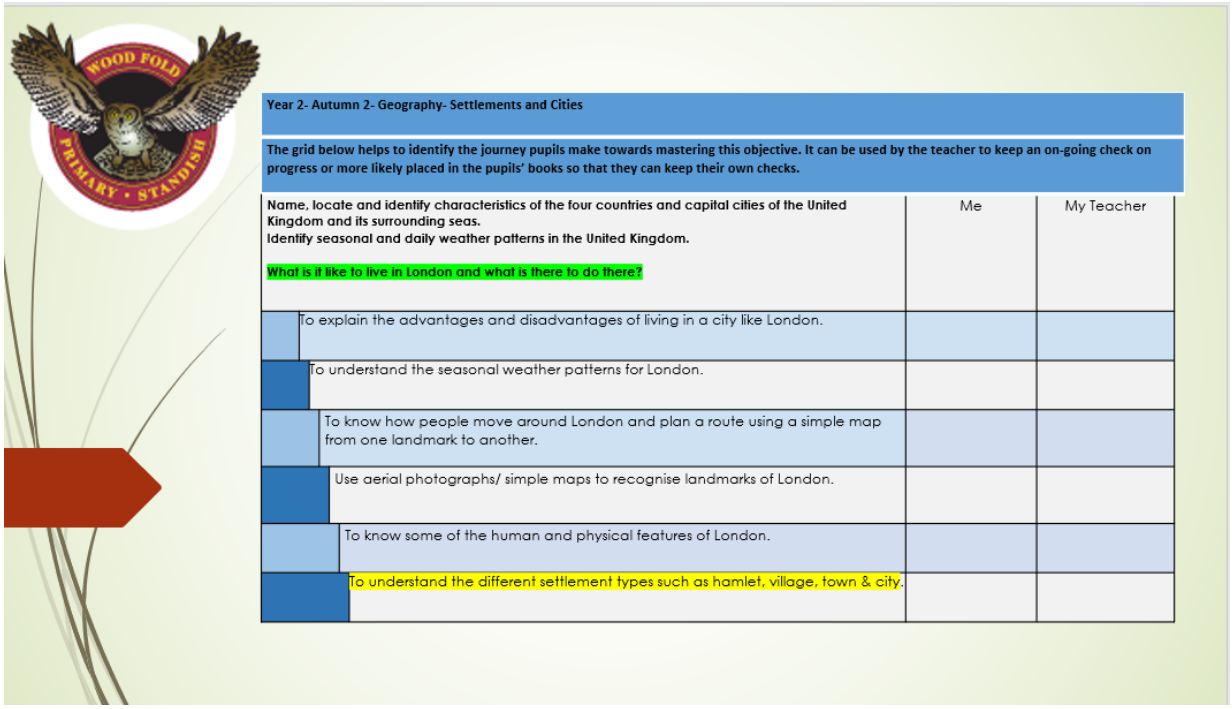
- Provide peer assessment focused on improvement: checking answers, spotting errors, checking against success criteria.
- Provide generative rehearsal via peers testing each other's knowledge, correcting errors, questioning each other taking it in turns to ask and answer the questions. William refers to this as 'Activating Students as Learning Resources For One Another'. This is a powerful way of assessing each other's understanding whilst clarifying their own understanding in the process.

ASSESSMENT

The impact of our curriculum is measured by how well children achieve in knowing more, remembering more and doing more. This is reflected in their work that is consistently of a high quality. We also know this because assessment tools such as formative assessment, pupil voice, written responses to Enquiry questions, End of Unit Assessments and responses to retrieval practice tasks demonstrate this evidently.

Learning Ladders

Learning Ladders (below), which set out the sequence of learning objectives for a unit, are shared at the start of each lesson. The teacher will highlight the specific rung that the children are working on and share the learning objective for that lesson. In addition, there will be discussion around where this lesson fits into the sequence of learning, what they have done so far and where they are going next, in order that they are finally able to meet the overall objective from the National Curriculum, as well as respond to the enquiry question at the top of the ladder.



Year 2- Autumn 2- Geography- Settlements and Cities

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils' books so that they can keep their own checks.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom. What is it like to live in London and what is there to do there?	Me	My Teacher
To explain the advantages and disadvantages of living in a city like London.		
To understand the seasonal weather patterns for London.		
To know how people move around London and plan a route using a simple map from one landmark to another.		
Use aerial photographs/ simple maps to recognise landmarks of London.		
To know some of the human and physical features of London.		
To understand the different settlement types such as hamlet, village, town & city.		

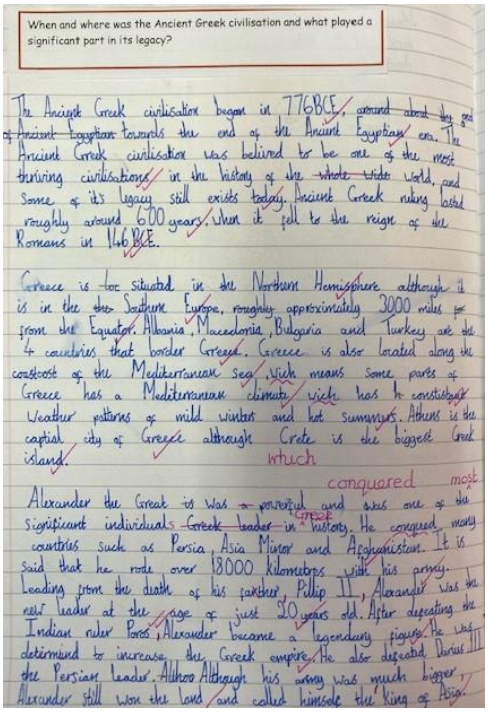
The ladders enable the children to see that the lessons are progressive and successive with one lesson building upon the next allowing them to build a schema of knowledge. It is crucial the children see the connections between their lessons in order for them to deepen and widen their understanding, rather than see each lesson as a separate chunk of information detached from the previous one. The teachers are able to use this as a form of assessment- the rungs on the ladders correlate to the objectives stated on the assessment grid from the EOU assessment (see below).

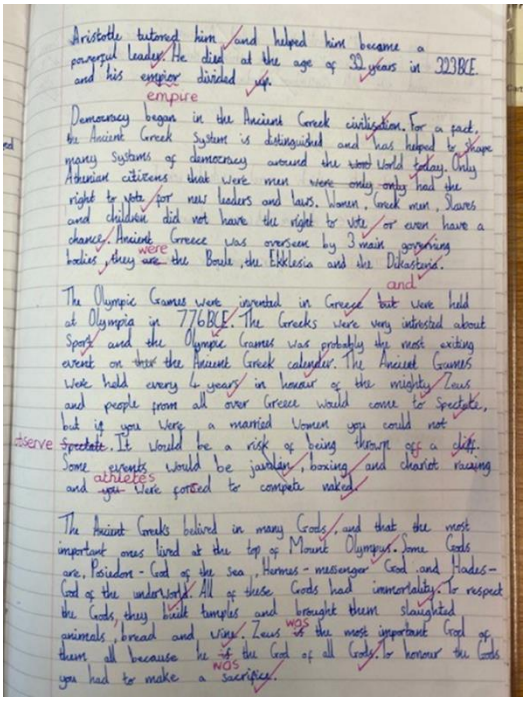
Enquiry Question

In addition, at the top of each ladder in Science, History and Geography there is an 'Enquiry Question'. The children are expected to provide a written response to the question using all of the knowledge they have acquired in the unit.

History- Greeks		
The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils' books so that they can keep their own checks.		
Ancient Greece – a study of Greek life and achievements and their influence on the western world When and where was the Ancient Greek civilisation and what played a significant part in its legacy?	Me	My Teacher
To know what the Ancient Greek Olympics were like.		
To know what the Ancient Greeks beliefs were about Gods.		
To know who Alexander the Great was and how he controlled the empire.		
To know when and where the Ancient Greek civilisation was.		

This is an example of what this might look like in practice:





Throughout and during each unit of work, the children are also exposed to numerous enquiry questions which are completed at the point of learning.

End of Unit Assessment (History / Geography / Science)

At the end of each area of learning, the children will undertake an 'end of unit assessment'. These are completed on return from a school break, for example after a half term. This assessment will inform the teacher of which areas of learning each child still has gaps, and these will be noted down on an assessment grid.

Rivers End of Topic Assessment – Summer 1

Objective	Test Question No.	Children names who DID NOT answer correctly	Task to address errors
To explain the process of the water cycle.	Q1, Q2, Q3		
To understand the features of the upper course of a river including *source* and *waterfall*.	Q4, Q5		
To understand the features of the middle course of a river.	Q5, Q7, Q9, Q10, Q12		
To know what erosion and deposition are.	Q6, Q11		
To understand the features of the lower course of a river.	Q5, Q8		
To know and locate some of the key rivers of the world.	Q13		
To know some of the countries that the key rivers start from and flow through and why most cities are located by a river.	Q14		

Teachers will then decide on what corrective action is needed to ensure that the child is able to achieve the objective(s) not met. This may include re-teaching areas of learning if substantial class gaps occur or setting targeted homework / research tasks to address specific gaps for individuals. Teachers then pass this information on to the relevant subject leaders who can use it as part of the M&E triangulation process.

At the end of the year in Science, History, Geography, Art and DT completed assessment grids will help to inform the teacher of where each child is working in relation to Wood Fold expectations – 3 judgements can be made:

- Working towards expectations
- Meeting expectations
- Showing elements of knowledge at a greater depth – where this is the case, teachers will note down why they have formed this judgement (e.g. explains concepts in impressive detail)

Year 5 End of Year Assessment Information

Initials of children working towards the expected standard	Initials of children who are showing some more in-depth knowledge

Learning Postcards:

At the end of each half term, a 'Learning Postcard' is sent home. This is an opportunity for the children to show their parents what they have learnt in a particular subject over the past half term, as well as provide the parents with more of an opportunity to understand the content of what is taught. These postcards are returned to school and stuck into the child's Humanities or Science Book as a final piece to their learning journey.

Science Learning Postcard

Ask me about:

The *uses* of everyday materials and how the *material* of objects make them suitable for their purpose.

To help me a little you could ask me about:

Properties; transparent; opaque; same material- different objects; different material- same object; changing shape.

How well has your child been able to explain what they have learnt about 'Everyday Materials'? What can they tell you about the uses of materials and how their properties make them fit for purpose? Which famous Scientist have they learnt about?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Signature.....

We hope you have enjoyed chatting to your child about their Science learning this half term!

THE LEARNING ENVIRONMENT:

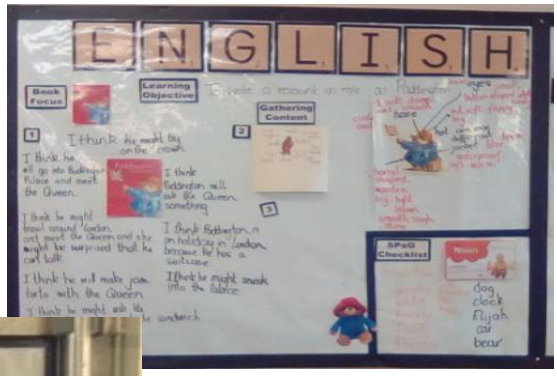
At Wood Fold, we strive to provide an environment that is orderly and stimulating. Classrooms should be set up so that they are conducive to learning. All pupils must be able to see the front of the classroom easily and be in a position where they can comfortably write. Tables should be positioned so that teachers can move around the classroom easily enough to review the work of all children. Appropriate noise levels should be used according to the activity taking place.

Classroom displays should be used to enhance and celebrate learning. Overuse of laminated posters or signs should be avoided. Teachers update and change classroom displays regularly (at least each term) to reflect the current learning across the curriculum.

Working walls

In classrooms we use working walls which should be updated daily with current work in Maths and English. The working walls should focus on aspects related to teaching and learning for the specific objective being taught, reflecting the journey of learning to achieving the learning objective.

English working wall example



Maths working wall example

MONITORING AND EVALUATING THE QUALITY OF TEACHING AND LEARNING

The impact of the quality of teaching and learning will be measured in the following ways:

- Monitoring and evaluation of children's work
- Discussions with the children
- Discussions with staff
- Assessment information
- Lesson observations

Monitoring and evaluation of children's work – for the most part this will be done **with the teacher.** The member of staff carrying out the monitoring will have pre-prepared questions / threads that they want to find out about and discuss. In most cases, these initial priorities will be shared with the teachers in advance. By carrying out monitoring in this way teachers are actively involved in the process and it is a coaching opportunity as opposed to judgement based on what is seen.

Instructional coaching – this process is not designed solely for teaching the basics to the newly qualified, it is effective for all teachers. What differs about instructional coaching is that the teacher and coaches work together as partners. Instructional coaches partner teachers to help them incorporate research-led instructional practices into their teaching.

Unseen observations – the process of unseen observations will also be used, whereby all the steps that would take part in a 'seen' observation take place – planning, discussing, reviewing and back to planning but without there being an observer present. This process is done with another teacher, rather than a member of the leadership team. Teachers meet to plan and review before and after the target lesson. One of the central aims is to encourage the teacher to engage in a process of reflection and analysis.

Lesson observations – these will mostly be short and brief 'drop-ins'. However, where more investigation is needed, formal observations will take place.

British Values - At Wood Fold, our curriculum is broad and balanced and will help prepare our pupils for life in modern Britain.

Within the curriculum and our school life, we will be raising the profile of British Values by actively promoting the fundamental British rules of ***democracy, rules of law, individual liberty, mutual respect and tolerance of all with different faiths and beliefs.***

All of our children are inspired to reach their academic potential. Through many different experiences, including residentials, we encourage and develop a range of life skills such as independence and initiative. We encourage all of our children to be tolerant of each other's differences and to respect everyone. British Values are built into our curriculum and whole school life.

CORE BRITISH VALUES
AT WOOD FOLD PRIMARY SCHOOL

At Wood Fold, our curriculum is broad and balanced and will help prepare our pupils for life in modern Britain. Within the curriculum and our school life, we will be raising the profile of British Values by actively promoting the fundamental British rules of democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.

DEMOCRACY

'Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us'.

- Decision making through democratic processes
- Children are encouraged to express their own views
- Class voting, debates and decision making
- School Council
- Staff, pupil and parent questionnaires allow the school to act upon comments raised

INDIVIDUAL LIBERTY

'Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control'.

- Model Freedom of Speech
- Children are encouraged to express their own views
- Support pupils to develop their self-knowledge, self-esteem, self-confidence.
- Weekly achievement assemblies
- Children have a 'right to pass'.
- Children are taught about inspirational people and role models who fought for equality and freedom

RULE OF LAW

'Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy'.

- The core values of our school
- Policies and practices in our setting
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- E-Safety units of work are taught
- Sporting Competitions

MUTUAL RESPECT

'Mutual respect is showing respect and tolerance towards people whose beliefs, traditions, race, culture and opinions may be different to our own, which is then shown back to us. Finding out about each other will help us to understand and to treat others in the way we would wish to be treated'.

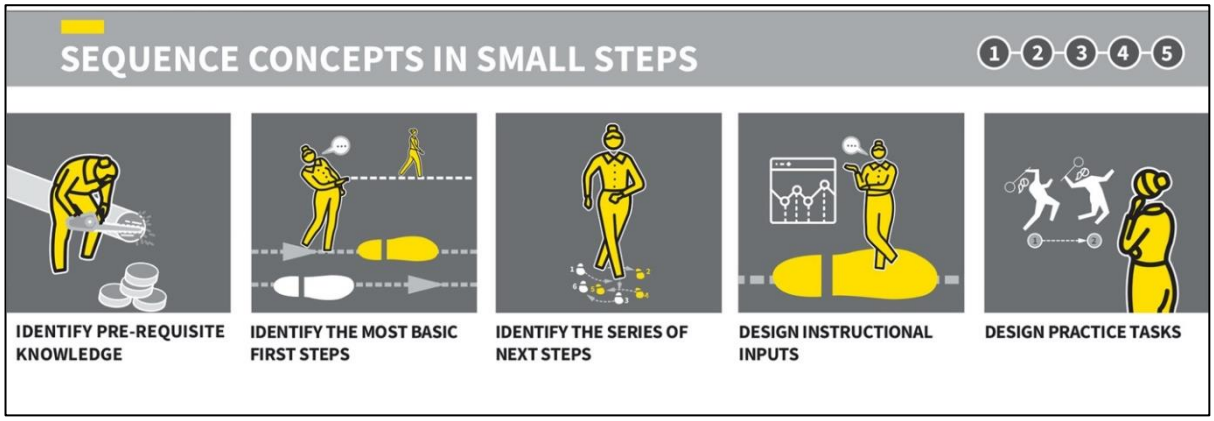
- Weekly Collective Worship
- Challenge prejudicial or discriminatory behaviour
- Challenge stereotypes.
- Implement a strong anti-bullying culture.

TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

'Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own'.

- Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs
- Actively promote diversity through exploring different cultures and beliefs
- Promote the celebrations of different faiths and cultures and learn how people from other cultures live and work.
- PSHE Curriculum explicitly teaches children to be tolerant and develop an understanding of others' differences.

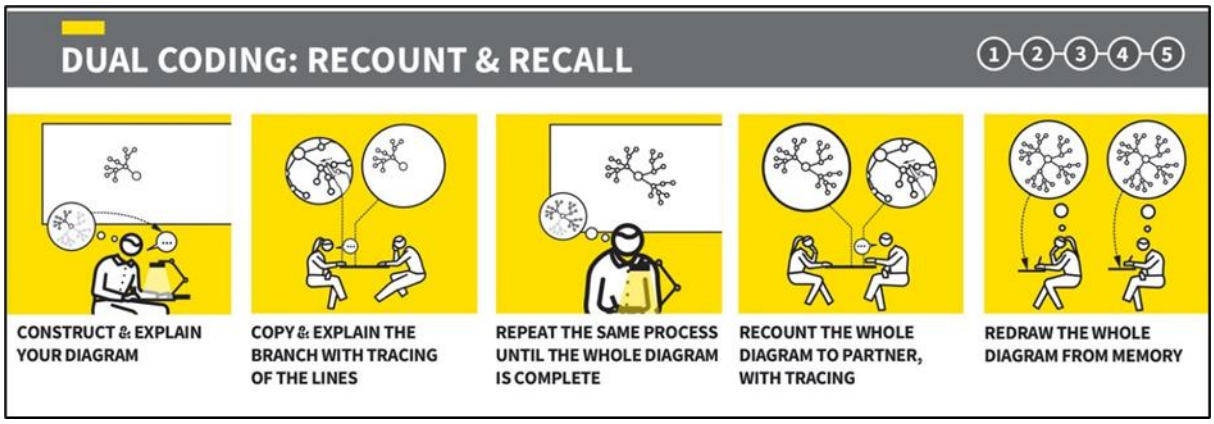
Sequence Concepts in Small Steps



Most areas of learning are built around a strategical set of ideas or steps that build on each other to form an overall learning experience. By breaking down this sequence into manageable chunks, the children become more confident and knowledgeable in the specific area. The suggested approach is to:

- Identify pre-existing knowledge
- Establish a starting point based on the children's prior knowledge
- Determine common misconceptions in the series of the steps
- Consider how to deliver the knowledge
- Create practice tasks for each of the steps

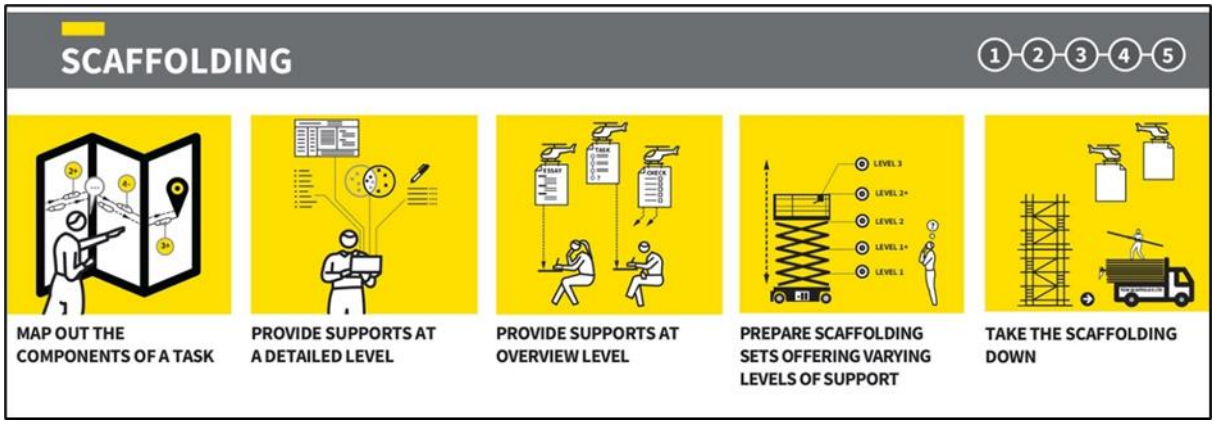
Dual Coding



Knowledge can be strengthened with the use of both visual and verbal representation. Although both are processed differently, using them side by side can support the children's understanding of more complex content and help to secure the knowledge in their working memory. The proposed sequence for this teaching tool is to:

- Build a diagram of knowledge together
- Encourage children to use the diagram to explain the knowledge to a partner
- Trace each line of the diagram, asking the children to explain each area in detail
- Allow time to recount the whole diagram
- Redraw the diagram from memory

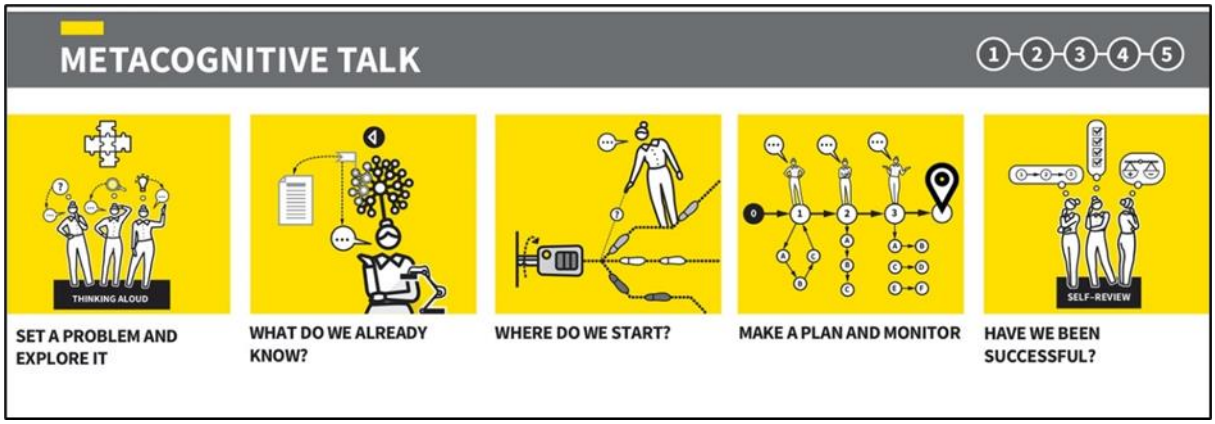
Scaffolding



Often, we find that more difficult tasks require scaffolding. Rather than setting lower expectations for children, we support them to reach ambitious goals using a range of scaffolding strategies that guide them on their way. Designing effective scaffolds is a key part of curriculum planning. The model we follow suggests:

- Break down the components of a task, considering potential difficulties
- Provide detailed scaffolding to support children's learning
- Consider 'Whole Task' scaffolds.
- Differentiate appropriate scaffolding to various children
- Withdraw the scaffolding – Children to attempt a task independently

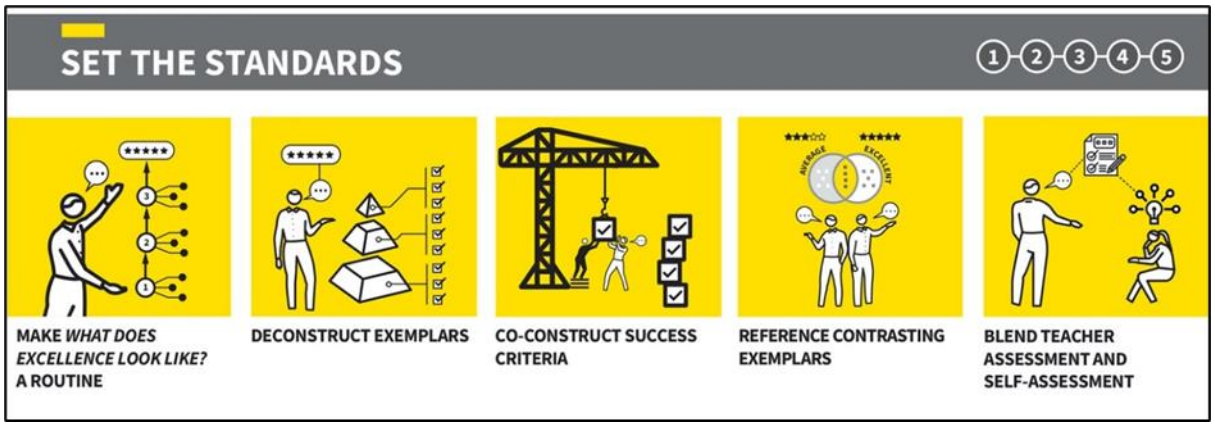
Metacognitive Talk



By 'Thinking Aloud' children are able to process a task analytically and think about how to go about solving a problem strategically. We can support children in developing their capacity for metacognitive thinking by modelling and promoting metacognitive dialogue in lessons. The suggested approach is as follows:

- Establish a question and explore what the task might entail
- Draw on prior knowledge – What do we already know from previous learning?
- Determine first steps in solving the problem or completing the task
- Model a process of planning an appropriate method
- Self- Review – Have we been successful? Explore ways of knowing the answer is right

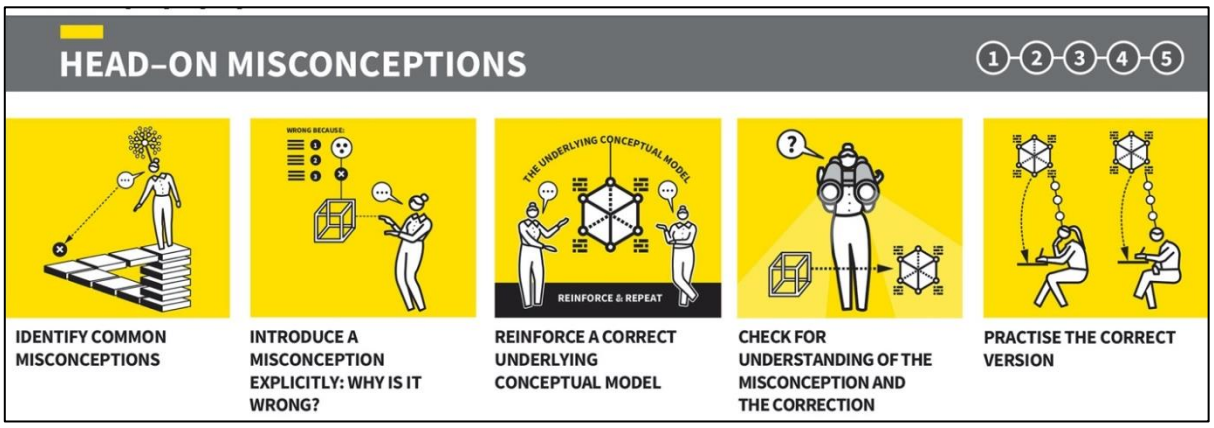
Set the Standards



In order for children to aim for a high standard, they need to know what it looks like in advance. By demonstrating what 'Excellence' looks like, the children are more likely to have clarity of the learning goal and engage with the process to get them there. The steps to this are:

- Explore the nature of excellence in the work that the children will produce
- Deconstruct exemplars – look at the individual components that make the exemplars excellent
- Co-construct a success criteria- make a list of the features of excellence to include
- Show children a range of exemplars – explore and discuss the differences
- On completion, provide children with feedback referencing the exemplars as a comparison

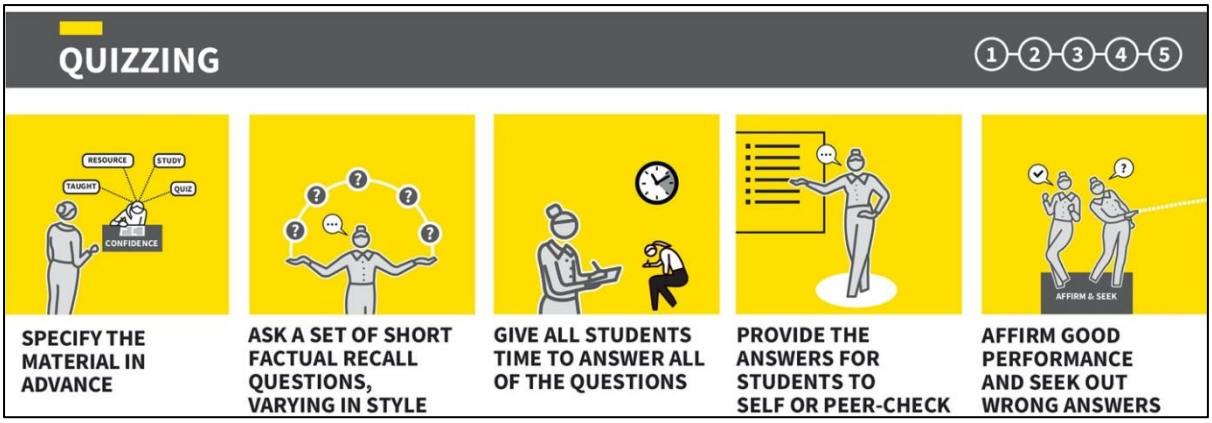
Head on Misconceptions



In many subjects there are often errors or misconceptions that arise regularly. If the children have an understanding of why or how a misconception has occurred they are more likely to recognise it and address it themselves. This method encourages the children to rethink and question their approach. The suggested sequence is outlined below:

- Identify common misconceptions and plan opportunities to teach them
- Present examples of misconceptions and explain why it is wrong
- Reinforce the correct method which proves why the misconception is wrong
- Check for understanding to ensure they know the misconception and the correction
- Give children the opportunity to practice the correct version

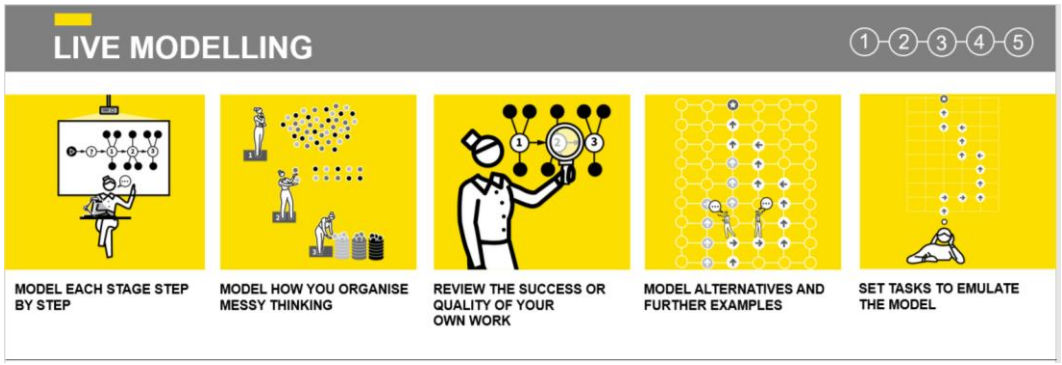
Quizzing



A simple routine knowledge check can be a useful took to check if the children have learned the material we want them to know. The method of quizzing gives both the children and the teacher an understanding of what has been learned and where there are still gaps. With regular exposure to quizzing, children will be able to recall the information more fluently. The advised steps are as follows:

- Specify the material in advance
- Use a variety of short, factual recall questions
- Provide an appropriate amount of time for all learners to answer the questions
- Provide the answers for children to self or peer check
- Offer affirmative praise for overall effort and seek individual children to address gaps and explore reasons for incorrect answers

Live Modelling



A central feature of effective instructional teaching is for teachers to walk through a learning process themselves, showing students how to do things, highlighting key procedures and the thinking that underpins them. The metacognitive aspect of modelling is important. Making implicit decision- making explicit, as well as providing examples of completed work that can serve as scaffolds for students to base their work on.

The advised steps are as follows:

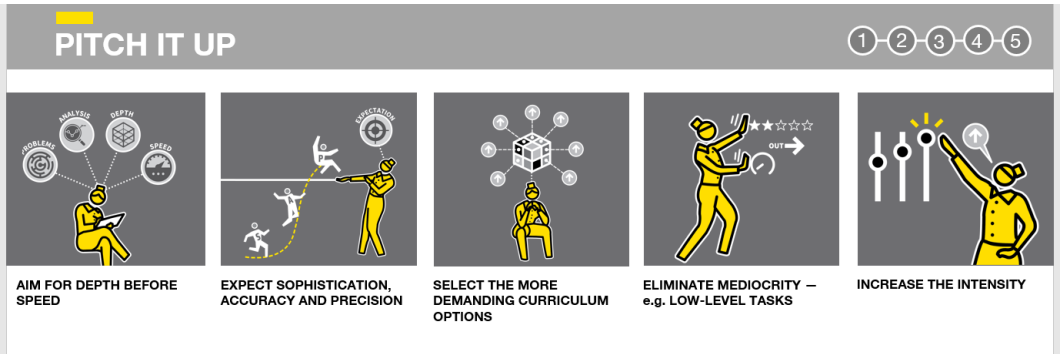
- Model each stage step-by-step
- Model how you organise messy thinking
- Review the success or quality of your own work
- Model alternatives and further examples
- Set tasks to emulate the model

Cold Calling

This technique helps to address two main purposes of questioning: making all students think and providing feedback to you as the teacher as to how well things are going. If you allow 'hands up' or calling out, you only get responses from volunteers, and this quickly becomes the norm. Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information from which to plan your next responsive steps.
The advised steps are as follows:

- Ask the class the question
- Give thinking time
- Select someone to respond
- Respond to the answers
- Select another student and respond again

Pitch it Up



Alongside expectations of behaviour, high expectations of the standards students should reach are vital. If you don't expect students to reach a certain standard, they probably won't. Pitch it Up entails exploring all the possible opportunities for taking a more challenging path, eliminating low level tasks that don't push the students forward with enough intensity.

The advised steps are as follows:

- Aim for depth before speed
- Expect sophistication, accuracy and precision
- Select the more demanding curriculum options
- Eliminate mediocrity e.g. low -level tasks
- Increase the intensity

APPENDIX 2 - Geography / History / Science Medium Term Planning Format

Class	**Timescale:**

Zoom Out: Big Picture	**Topic:**	
	Prior Learning	**Coming next:**

Zoom In: Immediate Learning Goals	**Topic Focus**
What's the big question; the narrative; the line of enquiry?	
What exactly do I want students to know/to be able to do?	
What are the major common difficulties; misconceptions?	

The Steps to Understanding: Breakdown → Sequence			
Key Skills to be taught:			

Planning Prompt	**Details/ Task list.**	**Done ?**
Sources of Information Reading/Media		
Examples and Models		
Key Questions		
Vocabulary (from knowledge organiser)		
Other vocabulary		
Scaffolding Resources SEND/EAL/Access		
Equipment		
Flipped Learning: Pre-reading; prep tasks?		
Wider reading		

Prompt: Have you planned for all phases of instruction?				
Explanatory input **Modelling**	**Questioning** **Check for Understanding**	**Guided Practice** **Feedback**	**Independent Practice**	**Review** **Retrieval Practice**

Lesson Flow Insert/Delete rows as needed.	
Lesson 1. **Intro**	**First steps of instruction and practice.** **Recall/ Daily/weekly/ monthly review:** **Instruction and practice:** **Outcome:**
Lesson 2. **Develop**	**Link Back: Daily review/ retrieval practice: Reteach? More Practice?** **Move Forward: Next steps of instruction and practice.** **Recall/ Daily/weekly/ monthly review:** **Instruction and practice:** **Outcome:**
Lesson 3. **Develop**	**Link Back: Daily review/ retrieval practice: Reteach? More Practice?** **Move Forward: Next steps of instruction and practice.** **Recall/ Daily/weekly/ monthly review:** **Instruction and practice:** **Outcome:**
Lesson 4. **Consolidate**	**Bigger Scope Retrieval: More application; more synoptic questions; more extended task.** **Recall/ Daily/weekly/ monthly review:** **Instruction and practice:** **Outcome:**

APPENDIX 3 – Art Medium Term Planning Format

Art Medium-Term Planning – Year Group & Unit:

Key artist(s):	**Additional artist(s):**
Skills to be taught:	
Investigate & Analyse: (Looking at key art work to infer meaning, begin using the formal elements & then expand to consider what why techniques are used and what moods they convey, teach specific vocab, cultural enrichment etc)	
Focused Practical Tasks: (Opportunities to practise the techniques & skills used by the key artist or used to create specific effects that they will use in their final piece, opportunities to explore different materials, making independent discoveries that inform their design.)	
Design & Make: (Children use the skills taught combined with their knowledge about the artists / art techniques and their own ideas and experiences to create work that they value.)	
Evaluate & Refine: (Children are given the opportunity to review and refine their work & are encouraged to problem solve – reviewing & refining their work)	
Final stage: (Looking for commonalities between with famous art. Use of specific vocabulary to discuss the key art work & their own.)	
Specialist Vocabulary	**Resources**

APPENDIX 4 – Design Technology Medium Term Planning Format

DT Medium-Term Planning – Year Group & Unit:

Problem to be solved:	**Title / Design Brief:**
Skills to be taught:	
Investigate, Explore & Evaluate:	
Focused Practical Tasks:	
Design & Make	
Evaluate & Refine **Testing opportunities –** **Evaluation -**	
Final stage -	
Technical Vocabulary	**Resources**

APPENDIX 5 – Short Term Planning (History, Geogrpahy, Science, Computing)

Stage	**'I do'** Explanatory stage: Modelling stage / step by step instruction.	**'We do'** Guided Practice - Children have a go with teacher support	**'You do'** Independent Practice
Prompts	**Rosenshine – present materials in small steps. Provide models and worked examples. WALK THRUS – Explaining and modelling section**	**Provide high levels of scaffolding – decreasing as pupils become more confident.** **Check for understanding – ask questions to get feedback from pupils. WALK THRUS: Questioning and feedback**	**Children have a go independently.** **Teacher and TA circulate and check for understanding.** **Scaffolding for children who need it.**
Lesson 1 –			
	Vocabulary: Themes: Concepts:	Text: Non Fiction Questions:	
	Retrieval Activity:	Artefact activity:	
Lesson 2 –			
	Vocabulary:	Text: Non Fiction Questions:	
	Vocabulary: Themes: Concepts:	Artefact activity:	

APPENDIX 6 - Whole class feedback template

Whole Class Feedback Template